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ABSTRACT

The Native Language Reading Approach Program in New York City was designed as an exemplary approach to on-site training of classroom teachers and their assistants in how to help students transfer reading skills from their native language to English. Program components included support services, teacher training, material/curriculum development, and parental involvement activities. In 1981-82, 43 teachers and 6 professional and paraprofessional specialists and 1314 students (Haitian, Greek, Italian, and Hispanic) in grades K-6 participated in the program. Evaluation showed that the main difficulties encountered in the first two years of the program were, in this the third and final year, resolved. Individualized services were provided to the different sites, and an integrated, overall approach was developed. Excellent rapport was achieved within the program itself and between the program staff and personnel at the sites. Program resource specialists developed expertise and two manuals that may have citywide application. Teachers at the sites developed an awareness of how to transfer reading skills and of the interrelationships between language development and reading. They also developed related teaching and management skills. The program researched and developed various techniques to train experienced and inexperienced faculty. School personnel, at every level interviewed, regretted that the services were being terminated. Materials and resources used for this program appear in several appendices to this report. (CMG)

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O.E.E. Final Evaluation Report

April, 1983

Grant Number: G00-780-4168

# NATIVE LANGUAGE READING APPROACH PROGRAM 1981-1982

Director: Hilda Sorell

O.E.E. Bilingual Education Evaluation Unit

Ruddie A. Irizarry, Manager
Judith A. Torres, Evaluation Specialist

Prepared by:

Jose Luis Keyes
Kenneth Goodall
Jose Villegas
Deborah L. Inman

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

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Chancellor

Lorraine Monroe
Senior Assistant For Instruction

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The Native Language Reading Approach Program

| | |
|---|---|
| Administrative Offices: | 131 Livingston Street, Room 511<br>Brooklyn, New York 11201 |
| Year of Operation: | 1981-1982 Final year of a three-year cycle |
| Target Languages: | French/Creole, Greek, Italian, and Spanish |
| Number of Participants: | 1 Project Director<br>4 Resource Specialists<br>2 Educational Aides<br>43 Bilingual Teachers<br>1 Secretary |
| Number of Students Benefiting: | 1,314 in kindergarten to grade 6 |
| Number of Sites: | 5 elementary schools |
| Project Director: | Hilda Sorell |

## I. PROGRAM DESCRIPTION

### OVERVIEW

The Native Language Reading Approach Program (N.L.R.A.P.) was a joint effort of the New York City Public Schools' Office of Bilingual Education and community school districts. It was developed as an exemplary approach to the on-site training of classroom teachers and their assistants in how to help students transfer reading skills from their native language to English. In 1981-1982, the third and final year of operation, 43 teachers and six professional and paraprofessional specialists in five districts were involved in the program. A total of 1,314 bilingual students of Greek, Haitian, Italian, and Hispanic extraction participated. All of these students were of limited English proficiency

(LEP) as identified by the Lau guidelines and Aspira consent decree, and they ranged from kindergarten through grade 6.

The program was located at the headquarters of the New York City Public Schools in Brooklyn. It was under the direct administration of the Office of Bilingual Education's Center for Staff Development, Supportive, and Instructional Services. The fifth-floor office at 131 Livingston Street was divided into an area for administrative and secretarial purposes and one for the offices of the resource specialists. This second area had a section for resource materials and storage. The program also used the facilities of the Bilingual Resource Library, the Dissemination Unit, and the Duplication Unit, all in the same building.

## PARTICIPATING DISTRICTS AND SCHOOLS

Table 1 lists the city school districts and schools that participated in the program in 1981-1982, along with the number of teachers and students served in each school and the language of the target populations. Table 2 presents the number of program students by grade level. A fuller description will be found in Section III, Instructional Services.

TABLE 1

Participating Districts and Schools 1981-1982

| C.S.D. | Borough | School | Number of Teachers in Program | Number of Students in Program | Native Language of Students |
|---|---|---|---|---|---|
| 6 | Manhattan | P.S. 189M | 16 | 469 | Spanish |
| 17 | Brooklyn | P.S. 189K | 10 | 289 | French/ Creole |
| 20 | Brooklyn | P.S. 176K[a] | 2 | 94 | Italian |
| 30 | Queens | P.S. 166Q | 2 | 66 | Greek |
| 32 | Brooklyn | P.S. 274K | 13 | 396 | Spanish |
| Parochial | Brooklyn | St. Athanasius[b] | | | Italian |
| Parochial | Brooklyn | St. Aloysius[b] | | | Italian |
| Total | | | 43 | 1,314 | |

[a] Services started February, 1982; substituted for P.S. 81Q.

[b] Services started September, 1981; discontinued December, 1981.

TABLE 2

Number and Percentage of Program Students by Grade Level (N=816)[a]

| Grade | Number of Students | Percentage |
|---|---|---|
| Kindergarten | 80 | 9.8 |
| 1 | 146 | 17.9 |
| 2 | 230 | 28.2 |
| 3 | 83 | 10.2 |
| 4 | 133 | 16.3 |
| 5 | 95 | 11.6 |
| 6 | 49 | 6.0 |
| T O T A L | 816 | 100.0 |

[a]Total reflects number of data sheets submitted to the Office of Educational Evaluation and does not include students from P.S. 166Q.

## SITE SELECTION

The selection of the public-school sites by the Board of Education was based on these criteria:

1) schools with LEP populations reading below the national standard for their grade;

2) schools with a large number of students whose home language was other than English;

3) schools serving families with Title I eligibility income levels;

4) schools showing commitment to the program as demonstrated by the tax-levy positions granted to the project;

5) teacher training needs in the operational methodology of developing reading skills by means of a native language approach;

6) cooperativeness of decentralized district personnel with a centralized training program;

7) schools with substantial representation of the various linguistic populations which the program proposed to serve;

8) recommendations made by the school district and the Parent Advisory Committee.

## TARGET POPULATION

### Teachers

The program was designed to give direct services to specific teachers at each site. The objective was to enhance their skills in the teaching of reading and language arts. As already noted, 43 teachers were thus served in 1981-1982. In addition, two teachers of P.S. 82Q were served during part of 1981-1982; services were terminated when the school was withdrawn from the program.

Students

Eligibility criteria for student participation in the program included a score below the twenty-first percentile on the Language Assessment Battery (LAB), parental consent, and teacher judgment.

Participating program students varied on a site-by-site basis, according to various characteristics including country of birth, country of family origin, and previous education. These characteristics are described in Tables 3 through 5.

TABLE 3

Country of Birth of Program Students (N=819)[a]

| Country of Birth | Number of Students | Percentage |
|---|---|---|
| Dominican Republic | 188 | 23.0 |
| Puerto Rico | 181 | 22.1 |
| Haiti | 43 | 5.3 |
| Cuba | 22 | 2.7 |
| Other "Caribbean" | 5 | 0.6 |
| Mexico | 5 | 0.6 |
| Honduras | 2 | 0.2 |
| Guatemala | 2 | 0.2 |
| El Salvador | 6 | 0.7 |
| Nicaragua | 1 | 0.1 |
| Panama | 3 | 0.4 |
| Colombia | 4 | 0.5 |
| Ecuador | 6 | 0.7 |
| Peru | 1 | 0.1 |
| Venezuela | 1 | 0.1 |
| Other "European" | 2 | 0.2 |
| Italy | 28 | 3.4 |
| U.S. | 318 | 38.8 |
| Unspecified | 1 | 0.1 |
| TOTAL | 819 | 100.0 |

[a] Total does not include students from P.S. 166 Q.

.Twenty-three percent of the students were born in the Dominican Republic and 22 percent were born in Puerto Rico.

.Thirty-nine percent of the students were born in the United States.

TABLE 4

Country of Family Origin of Program Students (N=821)[a]

| Country of Family Origin | Number of Students | Percentage |
|---|---|---|
| Puerto Rico | 186 | 22.7 |
| Dominican Republic | 222 | 27.0 |
| Haiti | 234 | 28.5 |
| Cuba | 25 | 3.0 |
| Other "Caribbean" | 12 | 1.5 |
| Mexico | 5 | 0.6 |
| Honduras | 1 | 0.1 |
| Guatemala | 2 | 0.2 |
| El Salvador | 6 | 0.7 |
| Nicaragua | 1 | 0.1 |
| Panama | 3 | 0.4 |
| Colombia | 5 | 0.6 |
| Ecuador | 7 | 0.9 |
| Peru | 1 | 0.1 |
| Venezuela | 1 | 0.1 |
| Italy | 93 | 11.3 |
| U.S. | 16 | 1.9 |
| Africa | 1 | 0.1 |
| TOTAL | 821 | 100.0 |

[a] Total does not include students from P.S. 166 Q.

. Twenty-nine percent of the program students' families come from Haiti.

. Although 39 percent of the students were born in the United States, only 2 percent of their families were born here.

TABLE 5

Educational Background of Program Students

| Grade | Percent Educated in New York City Since Kindergarten or First Grade | Percent Educated Bilingually Since Kindergarten or First Grade |
|---|---|---|
| Kindergarten | 100 | 100 |
| 1 | 100 | 100 |
| 2 | 88 | 80 |
| 3 | 52 | 47 |
| 4 | 44 | 29 |
| 5 | 34 | 32 |
| 6 | 11 | 11 |

STAFF AND STRUCTURE

The program staff in 1981-1982 included the director, four resource specialists (one each in Greek, French/Creole, Italian, and Spanish), an educational associate in French/Creole, an educational assistant in Italian and a secretary. Staff characteristics are given in Appendix A.

The director supervised all teaching and non-teaching personnel, was responsible for all instructional and staff development activities, analyzed all assessment data, set priorities on the assignments and training activities of the resource specialists, designed activities and trained staff for carrying them out, and visited districts and schools to meet with superintendents, supervisors, and principals on matters pertaining to the program. Based as she was in the central board, she was also given the responsibility of offering training in her area of expertise to community school districts, besides the five in the program, that also served LEP populations.

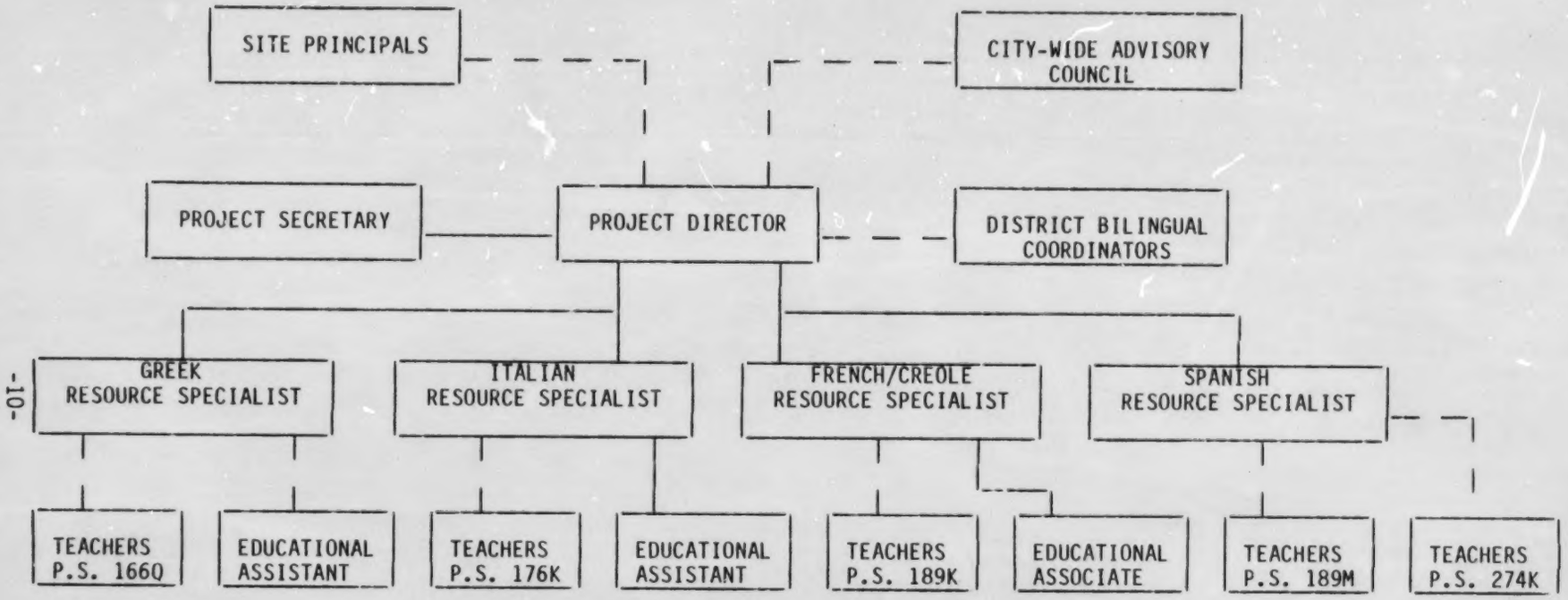
The resource specialists coordinated the program's operation at each site, conducted workshops and other in-service training for teachers and educational aides, and took charge of acquiring and coordinating resources and materials.

The educational aides assisted and facilitated the instructional process, working in close cooperation with the classroom teachers under the supervision of their respective resource specialist. The secretary performed secretarial and clerical functions, including the processing of time sheets and travel disbursements.

Figure 1 shows the organizational structure of the program and Table 6 presents the program's delivery structure.

FIGURE 1

Organizational Structure of N.L.R.A.P.




_____Supervision

----------Collaboration

TABLE 6

Services Offered by N.L.R.A.P. to Participating Schools

| NAME OF SITE | CENTRAL PROGRAM COMPONENTS AT SITE | PROGRAM PERSONNEL AT SITE | CENTRAL STAFF VISIT/CONTACT | | COMMENTS |
|---|---|---|---|---|---|
| P.S. 189M Spanish | Support Services<br>Teacher Training<br>Material/Curriculum Dev.<br>Parental Involvement Act. | Resource Specialist 2 days a week | Project Director | 1X mo. | School had a full-time bilingual coordinator who was responsible for follow-up when resource specialist was not on site. |
| P.S. 189K French/Creole | Support Services<br>Teacher Training<br>Material/Curriculum Dev.<br>Parental Involvement Act. | Resource Specialist 3 days a week<br>Educational Associate full-time | Project Director | 1X mo. | |
| P.S. 176K Italian | Support Services<br>Teacher Training<br>Material/Curriculum Dev.<br>Parental/Involvement Act. | Resource Specialist 3 times a week<br>Educational Assistant 2 days a week | Project Director | 2X mo. | Services were provided from the the end of Feb. to June '82 |
| P.S. 820 | Teacher Training | Project Director once a week | | | Services were provided from Sept. to Nov. '81. At that time there were only 2 bilingual teachers on staff and the district had received a new funded program which paid for a full-time resource person in reading for the bilingual classes. |

TABLE 6 (Cont'd)

| NAME OF SITE | CENTRAL PROGRAM COMPONENTS AT SITE | PROGRAM PERSONNEL AT SITE | CENTRAL STAFF VISIT/CONTACT | COMMENTS |
|---|---|---|---|---|
| P.S. 166Q<br>Greek | Support Services<br>Teacher Training<br>Curriculum Dev.<br>Parental Involvement | Resource Specialist<br>2 days a week | Project Director 1X mo. | Services provided from Sept. '81 to April 82. At that time the resource specialist left for a full-time teaching position. The program was not able to secure another person who was expert in teaching Greek reading and available for 2 days a week. |
| P.S. 274K<br>Spanish | Support Services<br>Teacher Training<br>Material/Curriculum Dev.<br>Parental Involvement | Resource Specialist<br>2 days a week | Project Director 1X mo. | |
| St. Athanasius<br>St. Aloysius<br>Italian | Support Services<br>Parental Involvement<br>Teacher Training | Resource Specialist | | Services were provided from Sept. to Dec. '81. They were not continued because, for the most part, their need was for direct services in area of E.S.L. and not the services the program could offer. |

## II. PROGRAM IMPLEMENTATION

### HISTORY

The program was funded to start in September, 1979, but due to multiple factors the first director could not implement it fully. The program thus did not begin to serve the school sites until April, 1980. The French/Creole component at P.S. 189K and the Spanish component at P.S. 189M were the first to get under way.

An acting director was assigned in April, 1980, but could not give his full attention to the program because he was responsible for other programs as well. Yet by September, 1980, the program had been implemented not only at 189K and 189M but also at P.S. 166Q (the Greek component), P.S. 81Q and two parochial schools (the Italian component), P.S. 82Q and P.S. 274K (the Spanish component).

The present director -- the third -- was assigned to the program in November, 1980. Her initial assignment was on a full-time basis. During her first year as director she was assigned some special duties which included serving as liaison between the Office of Bilingual Education and the Office of Special Education. At the beginning of the 1981-1982 school year, at her request, she was released from all other duties to devote full time to the N.L.R.A.P.

### PROBLEMS AND SOLUTIONS

To implement a cohesive plan of action, solutions had to be found to a series of problems affecting the program. The director had diagnosed these problems during the last semester of 1980-1981; the first priority at the beginning of 1981-1982 was to devise strategies to deal with

them. An examination of these problems and the solutions found for them follows.

1. Because of the multiple populations and the consequently differing needs of the ethnic groups served by the program, each resource specialist was functioning independently without a unifying philosophy or a concerted plan of action. Too much energy was being expended in searching for ways to solve individual problems.

Beginning in September, 1981, daily informal morning sessions for all staff members were held for about four weeks. The resource specialists discussed their sites, their problems, and their approaches. As a result, consensus began to form as to the mission, purpose, philosophy, and strategies of the project as a whole. This consensus served as a point of reference from which the resource specialists could handle problems at their sites. A set of priorities on expenditures was drawn up, alleviating any frictions that might develop due to limited budgetary allotments. There was general agreement that monetary constraints prevented the staff from attending all the conferences available. A decision was reached whereby approval to attend conferences would be rotated among the staff, provided that the person attending the conference would report to the whole group. These daily meetings also helped to build rapport within the group and led to weekly individual meetings and monthly group meetings beginning in October, 1981.

2. The project had an unequal division of labor. The Spanish language resource specialist originally had three schools with 28 teachers and nearly a thousand students to serve, while the Greek resource specialist served one school with two teachers and some 60 students. The search for an equalization of labor was impeded by the fact that different linguistic populations were being served.

The following steps were taken to resolve this difficulty:

-- The Greek resource specialist position was changed from a full-time to a part-time position.

-- The caseload of the Spanish resource specialist was reduced by one school, P.S. 82Q. The director of the program assumed the responsibility of serving this school from September to November, 1981, when a resource specialist from another project stepped in.

3. The original program proposal provided funds for substitute teachers to cover classroom instruction when the regular teachers attended the program's workshops, but funds for this purpose were not approved. As a result, the workshops had been scheduled during the teachers' lunchtime, creating ill feeling among the participants.

During June, 1981, meetings were held with all the school principals associated with the program to discuss the program's activities for the coming year. The principals of the three largest schools agreed to schedule the program's workshops during communal preparation periods set up especially for this purpose. This strategy was not implemented in the two remaining schools because the small number of teachers did not necessitate workshop formats. In these two schools, activities were planned to coincide with the teachers' regular communal periods.

4. The program did not foresee a need for differing strategies to be used with experienced and inexperienced teachers. The teaching of inexperienced teachers presented few difficulties, since, like most new entrants to the profession, they were eager to learn new techniques. Experienced teachers, on the other hand, offered resistance to new methods in most cases.

The following strategies were developed in consultation with the principals and the program staff to help experienced teachers learn new methods:

-- Group intervisitation was effected, followed by group discussion of the lesson observed. In some cases, the intervisitation was followed by meetings with individual teachers so that the teacher could identify specific techniques to incorporate into his/her repertoire. The resource specialist would later follow up to see whether the teacher was using the new techniques.

-- The paraprofessional would be used in an indirect modeling training approach in which the paraprofessional was taught by the resource specialist the technique to be learned by the regular teacher. The paraprofessional would be asked to use the technique in the classroom with the hope that the regular teacher would observe and learn from it. If it was decided that the regular teacher did not learn the technique, the resource specialist would ask the regular teacher to assist in the training and supervision of the paraprofessional so that while assisting she would focus on the technique. The purpose of this approach was to shift the focus of attention from the regular teacher to the paraprofessional so as to alleviate any anxiety aroused by the learning process.

5. Insufficient communication between the school administrators and the central adminstration of the program created a sense of uneasiness and an insufficient understanding of the program's mode of delivery of services on the part of the schools.

The program administration held a series of meetings with the school administrators in June, 1981, and in September, 1981. The meetings in June were used to evaluate the activities of the preceding year and to gather input for the activities of the forthcoming year. The meetings in September served two main purposes. First, they helped gather new input and recommendations that were subsequently discussed by the staff in the program's office. Second, they led to follow-up meetings with the school administrators at which the program's plan of action was presented and the schools' input and recommendations were received. Appendix B presents agendas of two of these meetings.

6. The director and some of her staff were assigned duties outside the scope of the program.

The assignment of responsibilities in the entire Office of Bilingual Education was equalized, and the program staff received no additional assignments.

IMPLEMENTATION

The series of meetings between the program director and the schools held at the beginning of 1981-1982 resulted in the establishment of several working procedures.

Most important, the program put an emphasis on the use of techniques that reflected the needs of each site as identified by the participants. To accomplish this identification, develop the techniques, and address the needs, a second series of meetings was held. The meetings were attended by the program staff, the teachers, the principal, the assistant principal in charge of bilingual education, and the site's bilingual coordinator.

At each site, a person -- usually an assistant principal -- was selected to be the liaison between the school administration and the program. The resource specialist was to have direct contact with this person through weekly planning sessions.

The program director made monthly visits to each site to secure direct feedback about the program's activities. The program director also had periodic spot telephone conferences with principals to determine the program's progress and to secure feedback.

In addition, operating procedures were developed for the resource specialists assigned to each site. Weekly conferences were held in the N.L.R.A.P. office to discuss progress, ascertain whether the N.L.R.A.P's activities were coordinated with the sites' activities, and oversee the flow of materials needed by the sites. Program staff meetings, on the average of one a month, were held to exchange information and to plan and discuss future activities.

A manual, "Integrating N.L.A. and Reading into the Curriculum," was developed as an overall guide for the resource specialists in their dealings with the sites. A second manual, "Culturally Diverse Parental

Involvement Programs," was being developed as a guide to get parents involved in program activities.

Although a general direction in operations was achieved, the nature of the program still required that activities at each site be implemented and developed in accordance with its ethnic and cultural peculiarities. This meant that each resource specialist had to exercise individual initiative in developing goals. The program in 1981-1982 deemphasized workshops to concentrate on individual and group conferences of a less formal nature. The common preparation period was used for this purpose.

## III. INSTRUCTIONAL SERVICES

### OVERVIEW

The schools participating in the N.L.R.A.P. differed in the number of hours per week that were devoted to instruction in English and in the native language. In the four schools reported, however, instructional services tended to move to an increased use of English as time in a bilingual program (and to some extent, grade) increased. As seen in Table 7, three schools allocated more hours per week to instruction in English, ranging from one hour more at P.S. 189M to almost eight hours more at P.S. 274K. At P.S. 176K, the hours of instruction in English and in the native language were similar.

As seen in Table 8, the hours of instruction in English and in the native language were similar for grade 3. All other grades however, received more instruction in English and less in their native language. In addition, there was a general tendency for the amount of time spent in teaching skills in the students' native language to decrease as the students' grade level increased.

A breakdown of time allocated for language instruction by years of bilingual education (Table 9) shows that all students received more instruction in English than in their native language regardless of the number of years they had spent in bilingual programs. There was also a strong tendency for the teaching and use of English to increase, with a corresponding decrease in the teaching or use of the students' native language, as the years of bilingual education increased.

TABLE 7

Time Allocated for Instruction by School by Language of Instruction

| School | Hours of Instruction Per Week in English | | Hours of Instruction Per Week in Native Language | | Total |
|---|---|---|---|---|---|
| | Language Arts | Content Areas | Language Arts | Content Areas | |
| P.S. 189M | 6.2 | 8.1 | 4.4 | 8.6 | 27.3 |
| P.S. 176K | 3.0 | 10.0 | 2.8 | 10.0 | 25.8 |
| P.S. 189K | 7.5 | 6.3 | 7.2 | 3.1 | 24.1 |
| P.S. 274K | 6.4 | 10.6 | 4.8 | 6.0 | 27.8 |

TABLE 8

Time Allocated for Instruction by Grade by Language of Instruction

| Grade | Hours of Instruction Per Week in English | | Hours of Instruction Per Week in Native Language | |
|---|---|---|---|---|
| | Language Arts | Content Areas | Language Arts | Content Areas |
| Kindergarten | 6.5 | 6.7 | 5.4 | 2.1 |
| 1 | 6.8 | 6.9 | 6.9 | 4.4 |
| 2 | 5.7 | 9.9 | 5.7 | 6.4 |
| 3 | 5.7 | 6.2 | 3.6 | 7.4 |
| 4 | 7.0 | 6.2 | 4.2 | 4.7 |
| 5 | 6.0 | 11.1 | 4.8 | 7.8 |
| 6 | 7.0 | 11.3 | 3.5 | 4.2 |

TABLE 9

Time Allocated for Instruction by Years in Bilingual Education

| Years of Bilingual Education | Hours of Instruction Per Week in English | | Hours of Instruction Per Week in Native Language | |
|---|---|---|---|---|
| | Language Arts | Content Areas | Language Arts | Content Areas |
| 1 | 6.6 | 6.5 | 5.8 | 4.8 |
| 2 | 6.2 | 8.9 | 5.5 | 6.1 |
| 3 | 5.7 | 9.5 | 4.3 | 7.8 |
| 4 | 6.2 | 7.5 | 3.8 | 6.1 |
| 5 | 7.3 | 9.2 | 3.7 | 6.5 |
| 6 | 7.5 | 15.1 | 3.8 | 6.0 |
| 7 | 7.5 | 15.0 | 3.8 | 5.2 |
| 9 | 7.5 | 15.0 | 3.8 | 3.8 |

GREEK

The Greek language component of the N.L.R.A.P. was at P.S. 166Q in C.S.D. 30 in the Long Island City section of Queens. C.S.D. 30 in 1981-1982 served approximately 22,000 students, of whom 6,139 were classified as LEP. The area included Chinese, Greeks, Hispanics, Italians, Koreans, Russians, Serbo-Croatians, and Vietnamese. It is a large, mixed, first-wave immigrant population that uses the housing of the area as a stepping-stone to better neighborhoods. The families are lower to lower-middle income. The neighborhood, although well-kept, is relatively unstable, consisting mostly of one- to three-family, privately owned houses, with some apartment buildings. Large sections of the neighborhood are industrial.

P.S. 166Q is at 33-09 35th Avenue. In 1981-1982 it served 1,047 students. Some 400, or about 40 percent, were foreign born. Of these, about half were LEP students. Ethnically, the school reflected the composition of the district's attendance area. The majority of the LEP population was Greek and Hispanic. The N.L.R.A.P. served only the Greek language population; the Hispanic LEP population was served by a bilingual program funded with Title VII support. The Greek student population received the services of a bilingual program in addition to the N.L.R.A.P. services.

The N.L.R.A.P. served 66 LEP students. It included three classrooms: a first-grade, self-contained classroom; a kindergarten, self-contained classroom that met half a day; and a classroom of a pull-out nature that served kindergarten and grades 2 to 5. The self-contained classrooms were transitional; students were mainstreamed after a year in the

program if they met the exit criteria. Students who did not meet the exit criteria after a year were mainstreamed and assigned to the bilingual pull-out program; there was no limit to the number of years of participation in the bilingual program.

Students in the self-contained classrooms were linguistically homogeneous. They knew little or no English and had limited ability in Greek. Some were born in the United States, others in Greece. Some students in the bilingual pull-out program also had limited or no knowledge of English and all were limited in their knowledge of Greek. All studied Greek as a first language. The N.L.R.A.P. and the bilingual program teachers agreed that some of the students probably had emotional problems or learning difficulties, and a reading diagnostic test was designed for this group.

The resource specialist began her duties in June, 1981. Based on site, she was visited by the program director once a month. She attended the program meetings periodically, and was often in telephone contact with the N.L.R.A.P. office. The resource specialist met with the teachers assigned to the program informally during their preparation time. There were no workshops or common preparation time due to the small number of teachers, but weekly meetings were held with the principal to coordinate program actvities.

The pull-out teacher needed the most attention, so the resource specialist met with her every day she was on site, giving aid in such areas as lesson planning, grouping, administration of the informal reading tests, the development of supplementary materials, and the sequencing of skills.

The resource specialist also stayed with her a large amount of classroom time to help in whatever way was necessary.

During the summer of 1981, when the resource specialist was employed on a part-time basis, she developed a series of reading tests, two for each grade, in the "cloze" technique, together with six reading inventories, one for each grade. The teachers used them to place students in homogeneous reading groups within the classrooms, and an error analysis done after the tests were administered indicated that they were effective.

The resource specialist helped the target students in other ways. In conjunction with the teachers, she administered reading pre-tests and informal reading inventories, did diagnostic/prescriptive summaries for each target child, and made a profile of reading errors. She helped the kindergarten class with materials and read stories in English to them, and helped the two pull-out groups write reports in English.

The evaluator visited two classes in the school: a bilingual first-grade reading class and the bilingual kindergarten class. The first-grade reading class consisted of 18 students, reading Greek. The students read sections of the reading material aloud while the rest of the class followed silently. The kindergarten class sang songs in English and Greek as a practice for graduation exercises. Both teachers expressed their satisfaction with the work of the resource specialist.

The principal told the evaluator that he was pleased with the program and the work of the resource specialist.

FRENCH/CREOLE

The French/Creole component of the N.L.R.A.P. was at P.S. 189K in C.S.D. 17 in the Crown Heights section of Brooklyn. C.S.D. 17's population is immigrant and highly mobile. The area consists mostly of deteriorating one- to three-family houses. The families are low or low-middle income black Americans, Haitians, Hispanics, and West Indians. There were some 25,000 students in the district in 1981-1982, of whom three percent were LEP.

P.S. 189K is at 1100 East New York Avenue. It is a totally bilingual school, kindergarten to grade 5, serving four languages: English, French, Creole, and Spanish. Approximately 1,200 students were enrolled, and some 500 were classified as LEP. The school had three separate programs serving this LEP population: a Spanish bilingual program, a grant program serving the Haitian population in Creole, and the N.L.R.A.P., serving the Haitian population in French reading. There was no overlapping of services. (Fifteen black American students served by the N.L.R.A.P. the previous year were no longer in the program in 1981-1982. They had been in the program because their parents wanted them to learn French as a second language; the decision to withdraw them was made at the administrative level.)

The French/Creole component continued to exert a strong impact on P.S. 189K, and the school cooperated fully. Ten bilingual teachers and 289 students were assigned to the program, which served students in 10 classes: 3 kindergarten, 4 first grade, 2 second grade, and 1 fourth grade. All classes were self-contained.

The resource specialist worked three days a week in the school and was authorized by the principal to supervise French reading and French language arts in the target classes. The resource specialist also selected the French reading materials for the entire school. For the N.L.R.A.P. teachers, he conducted monthly workshops, held monthly program meetings, and gave demonstration lessons. He also supervised the program's paraprofessional in the classroom, prepared lesson packets and resource materials for cultural activities, and made a collection of Christmas songs and poems in French and Creole.

The resource specialist, in an interview, stated that of the ten teachers assigned to him, he served six directly (by constant visitation, observation, and evaluation), and four indirectly (when requested by the teacher). An additional three teachers, not assigned to him, were served unofficially at their request. The educational associate was present during these activities.

The indirect modeling technique was used with experienced teachers, while the clinical supervision approach was used with inexperienced teachers. Grades kindergarten and two were served directly in 1981-1982; grades one, three, and four were served indirectly. In 1980-1981, grades one and three had been served directly. The grades focused for direct training were determined in consultation with the school principal. Grades five and six were served with the aid of the educational associate. The French reading periods for these grades were staggered so that the educational associate could be present to help. Appendix C is a copy of a report form used in the classroom observations of experienced teachers.

The program used a sizable portion of its Title VII funds, matched by funds from the school, to purchase French readers for the children. The component was selected for this expenditure because it did not have sufficient native language readers for the children.

The educational associate was based at the school. Appendix D lists her weekly activities.

The principal, in an interview, told an evaluator that the strengths of the N.L.R.A.P. were many: the teachers were motivated to be responsive to the training afforded them; the program presented a uniform treatment of services; the materials were carefully selected, with input from all the pertinent sources; there was full coordination and cooperation at all levels of the program; the program motivated the parents to be involved in the learning process, and parents were reading with students through the lending library; and finally, there was no impingement on the adminstrative processes of the school.

The weaknesses of the program, she felt, were that neither the funds available nor the materials produced were sufficient in quantity for the needs of the school.

ITALIAN

The Italian component of the N.L.R.A.P. was located at P.S. 176K in C.S.D. 20 in Brooklyn. C.S.D. 20 serves mostly an upper-lower and lower-middle income Italian population. Most were born in the United States; the balance are Italian immigrants. The district has a small population of Hispanics, a few black Americans, and some "others"; the neighborhood is relatively stable.

The district substituted in 1981-1982 for C.S.D. 24, which had received services the previous year at P.S. 81Q. A substitution was recommended by the last year's Title VII evaluator, who felt that P.S. 81Q had too many resources and too experienced a faculty to require the services of the N.L.R.A.P. It was recommended that the services be shifted to a school that could benefit more from them. P.S. 176K was chosen because of its strong commitment to Italian bilingual education and its sizable LEP Italian immigrant population. The school was not receiving either Title I or Title VII services.

P.S. 176K is at 1225 69th Street. In 1981-1982 it had a total population of about a thousand students, of whom some 120 were LEP. Its ethnic composition mirrored that of its district. In addition to the N.L.R.A.P., the school served its LEP population with an Italian bilingual program using tax-levy funds.

The N.L.R.A.P. component included two elements; a first grade self-contained classroom and pull-out program of kindergarten and grade two to grade six. One teacher was assigned to the first-grade classroom and another teacher with a paraprofessional to the pull-out program. Ninety-four bilingual students were served.

The program director and the resource specialist met with the principal, the assistant principal for bilingual education, the site's bilingual coordinator, and the teachers when the program began to provide services in February, 1982. The purposes of the meeting were to enable the resource specialist to become familiar with the school, to acquaint the school with the program, and to determine what services would be most useful. As a result, two weekly visits to the site were scheduled

by the resource specialist during February and March, 1982. At the same time, the resource specialist, who was newly hired, was being trained by the program office for his duties and was developing resource materials. Once the training ended in April, an additional visiting day was set up, making a total of three days a week, on site.

The basic problem of the school was a lack of materials, so the resource specialist and the paraprofessional spent a considerable portion of their time researching and developing materials. The paraprofessional, an experienced teacher in Italian for many years, prepared task cards for the books purchased by the program and matching-and-learning games for small groups. The resource specialist prepared a historical unit on Garibaldi, and a play prepared from the unit was performing during Italian Heritage Week. The resource specialist also provided help to the teacher in testing, classroom management, and other areas as requested. Booklets on Italian culture, supplementary readings in Italian for kindergarten to grade six and informational booklets in mathematics, science, and reading for parents were produced. To integrate Italian culture into content areas and reading, the resource specialist developed units for the teachers to use in festivities. School registration forms were translated into Italian. Appendix E contains samples of the materials.

Both teachers assigned to the program were experienced.

Parochial Schools

The original program plans called for the participation of two parochial schools, and two were chosen with the recommendation of the Brooklyn Catholic Archdiocese. The schools, St. Athanasius and St. Aloysius, were

recommended because of their large Italian LEP population and the fact that neither had a bilingual program.

From September to December, 1981, the Italian resource specialist visited the schools one day a week. At that point, services were discontinued because the schools' needs went beyond the scope of the program.

Originally, the schools had requested E.S.L. and Italian instruction for the students. The teachers had said that they were not reaching the bilingual students in the English modality. The program director allowed the resource specialist to offer these services if the resource specialist could meet regularly with the teachers to exchange information about the students' performance in Italian and English, their preferred learning mode, and the school's regular teaching approach. The program director and the resource specialist expected that the N.L.R.A.P.'s instruction intervention would help the parochial teachers modify their own instruction and, thus help the students. This did not happen to a sufficient degree to justify using the resource specialist's time under Title VII, and the services were discontinued.

SPANISH

The Spanish component had two schools assigned: P.S. 198M and P.S. 274K.

P.S. 189M is in C.S.D. 6 in Manhattan. In 1981-1982, the population of C.S.D. 6 consisted of some 18,000 students, of whom about 75 percent were Hispanics, 20 percent blacks, and 5 percent others (Arabs, Chinese, Greeks, Koreans, Vietnamese, and a few whites). The district is in the Washington Heights section of the upper West Side, a neighborhood

in transition inhabited by a mobile, immigrant, and, for the most part, young and active population.

P.S. 189M is at 2580 Amsterdam Avenue. In 1981-1982 it had some 1,700 students in kindergarten to grade six. Ninety percent of them were foreign-born, and some 560 were identified as LEP, including 469 who received services from the N.L.R.A.P. The rest of the LEP students received supportive services from other programs in the school.

Sixteen teachers as well as the 469 students were served by the N.L.R.A.P. Only half of the teachers were new, but all of the teachers needed help. The resource specialist visited the school two days a week, giving group and individual aid in lesson planning, classroom management, classroom arrangement, grouping, use of informal reading inventories, and teaching techniques. Individual help was given during the teachers' preparation time and group workshops were provided during the communal preparation time. Based on the curriculum guide "Minimum Teaching Essentials for Spanish Bilingual Teachers," the workshops studied sample lesson plans and diverse teaching strategies. Training activities also included the intervisitation strategy; improving Spanish-language skills, mostly requested by fourth-grade teachers who voluntarily gave their lunch time for this training; and techniques to establish the students' point of mastery -- that is, the point at which the teacher could stop saturating the students on a particular section of the curriculum because they were ready to move ahead.

An evaluator attended a group meeting at which five first-grade teachers and the resource specialist were present. Subjects discussed

were classroom interaction and students' attitudes toward each other, reasons why students were failing and what to do with them, the availability of transitional classes, and classroom sizes. The resource specialist did not suggest specific solutions to these problems but gave the teachers several options. The meeting was informal and rapport was excellent.

Both space and materials were scarce at this school, and these conditions limited the activities of the resource specialist. A plan to develop a resource center was almost scuttled due to lack of space. It was saved by placing it in a classroom, but its use was curtailed by the classroom activities.

The school had a constant flow of new entrants, which prevented the correct administration of the LAB tests, the new screening process mandated by the Board of Education, and the interview process to place the students in the correct levels of performance. The resource specialist had to use some of her time to help in these procedures.

Interviews by an evaluator with the principal, the assistant principal in charge of bilingual education, and the bilingual coordinator yielded these findings:

1. the professional approach of the program director and the resource specialist had helped the program to become integrated in the school;
2. the faculty of the school saw the program as a source of help;
3. the help offered by program reinforced the efforts of the school in E.S.L.;
4. the impact of the program had been felt throughout the school;
5. the resource specialist demonstrated an expertise and resourcefulness that earned the appreciation of the faculty and the administration.

These school officials expressed regret that program was ending and that, while it was in effect, it was not available to the entire school.

P.S. 274K is in C.S.D. 32 in the Bushwick section of Brooklyn. The district served approximately 16,000 students in 1981-1982. The largest ethnic groups of the attendance area are Puerto Ricans and black Americans, in that order. The area is a deteriorating, unstable, migrant neighborhood consisting of one- to three-family houses and many partially destroyed or abandoned buildings. The families are low-income.

In 1981-1982, the school served 1,365 students, of whom about a thousand were Hispanics, 350 black Americans, and 15 other ethnic groups. Besides the N.L.R.A.P., the school had a bilingual program supervised by an assistant principal.

P.S. 274K had 13 teachers and 396 students assigned to the N.L.R.A.P. The school was underutilized and had not fully recovered from the turmoil of a recent internal reorganization. The resource specialist was aware of this situation and was supportive of the faculty. She helped the teachers individually in the areas of testing, grouping, and in the adaptation of lesson plans to the level of the new students brought into the classroom as a result of the reorganization. She visited the school twice a week.

The evaluator visited two bilingual classes. The first was divided into two groups of third- and fourth-grade students, the other composed entirely of students from the third grade. Both groups were reading in English. The teacher stated that the facet of the program she enjoyed most was the demonstration lessons. The lessons helped her prepare

classroom materials and develop her teaching and Spanish-language skills. She said that the program had helped the students learn more, that there had been cooperation between the administration of the program and the school, and that she would like the program to continue.

The second class visited was fifth-grade Spanish language arts. The students searched for the meaning of 24 words in a list. Later, the words were used in sentences. The teacher stated that she was satisfied with the help she had received from the program. Her only complaint was that the resource specialist should have had more time to devote to the school. She said she had been helped in classroom management, materials for holiday activities, and curriculum advice for the planning of her lessons. She perceived no difficulties between the administration of the school and the program.

In an interview, the assistant principal in charge of the bilingual program said that the N.L.R.A.P. was well liked by all in the school and that the resource specialist was easy to work with, was resourceful, and participated freely in the school's activities. He cited specific examples of the resource specialist's helpfulness.

An evaluator also met with the coordinator of the bilingual program and the president of the parents' association. Both praised the program and the resource specialist. The coordinator expressed a strong desire for the program to continue.

The principal called the work of the program and the resource specialist excellent and professional. He said the program was an asset to the school and had helped the bilingual children transfer

reading skills from Spanish to English. His only criticism was that the resource specialist should have been assigned to the school five days a week to work with the entire school.

The resource specialist did a large amount of research and compilation of bilingual curriculum materials. The program also developed a form to report classroom observations to be used in the schools of the Spanish Component. Appendix F is copy of this report form.

## IV. NON-INSTRUCTIONAL SERVICES

### STAFF DEVELOPMENT

One goal of the N.L.R.A.P. was to develop its staff to its full potential so that its members could provide better services to the schools. Many activities at the program office, in the schools, at universities, and elsewhere contributed toward achieving this goal. These staff development activities are included as Appendices G, H, I, and J.

### PARENTAL INVOLVEMENT

The parental involvement component of the N.L.R.A.P. was active in 1981-1982. Each resource specialist provided parental services from his or her perception of needs, parents' requests, and the degree of motivation developed within each school. As in previous years, parents took part in the city-wide parent advisory council. Resource specialists also supported school-based parent groups.

The resource specialist at P.S. 166Q (Greek) met with parents individually as requested to determine their needs and help solve their problems. As a result of these meetings, the resource specialist provided E.S.L. lessons for parents two hours a week. Such subjects as parents' rights and city services for children were incorporated into the classes. The resource specialist also was instrumental in involving the parents in the parents' association, in school holiday celebrations, and in N.L.R.A.P. ethnic celebrations. The program had no additional Parent Advisory Committee at this school, and no parental workshops were given.

N.L.R.A.P. parents were active at P.S. 189K (French/Creole). The Parental Advisory Committee, formed in 1980-1981, consisted of four volunteer parents, two of whom were also teachers at the school and represented the program faculty on the committee. The resource specialist was a member and represented the N.L.R.A.P. administration. The committee devoted its efforts to improving the parental lending library, which was started in 1980-1981. Appendix K lists the library's offerings. Appendix L is a copy of an informational letter sent to parents regarding the library. No E.S.L. classes were offered for the parents.

At P.S. 176K (Italian), parental activities were somewhat curtailed while the new resource specialist was being trained. Nevertheless, program parents made costumes for and helped produce the play about Garibaldi, and 32 parents visited the Garibaldi Museum of New York City. The resource specialist prepared a manual for parents, "How to Help Your Child in School." E.S.L. classes were given for parents, and the resource specialist built into the curriculum units on parents' rights, the city school system, testing, and the bilingual and mainstream curricula of the school. There was no separate Italian Parent Advisory Committee. Weekly school-wide meetings of parents were held, and 25 to 30 parents attended. The resource specialist also attended and discussed specific topics as requested. He prepared a City-Wide Italian Parents Conference held in June, 1982, in cooperation with the New York State Education Department and the Bilingual Educational Service Center of Hunter College.

At P.S. 189M (Spanish), the resource specialist had four meetings with program parents, some of whom also attended schoolwide parents' association meetings. A group of program parents attended the meetings of the District-Wide Parent Advisory Committee. Five parental workshops were given by the program, including workshops to promote cooperation with other parents in the district. In December, a Christmas party was given in lieu of the workshop and in April, Pan-American Day. One workshop used a booklet prepared by the resource specialist, "How Parents Can Help Their Children in Reading." Teachers volunteered their preparation time for the monthly workshop as no other time was available, and their action helped establish a rapport with the parents. The program also held monthly meetings of parents, bilingual teachers, and the resource specialist to discuss school organization, students' reading problems, how parents could help their children with school problems, and other subjects. The school did not have its own Parent Advisory Committee.

P.S. 274K had a Parent Advisory Committee that met regularly. Also, the resource specialist held informal meetings with program parents in the P.T.A. room. Some parents requested and received individual counseling. The resource specialist also attended P.T.A. meetings.

## V. FINDINGS

### ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1981-1982. Students were assessed in English language development, growth in their mastery of their native language, and mathematics.

The following are the areas assessed and the instruments used:

English Language Development --

Interamerican Series, Test of Reading, Levels 1, 2, 3, and R2, Forms A and B

Metropolitan Achievement Test, Levels PP, PR, P2, and E3

Language Assessment Battery, Level 1

Native Language Development --

Interamerican Series, Prueba de Lectura, Levels 1, 2, 3, and L2

S.R.A. Test de Lecture

Teacher-made tests

Mathematics Development --

Metropolitan Achievement Test, Levels PP, PR, P2, and E3

Attendance -- School and program records

The following analyses were performed:

On pre/post standardized tests of native language, English language, and mathematics achievement statistical and educational signficance are reported in Tables 10 through 17.

Statistical significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

Educational significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.* An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly statistically significant differences often are not educationally meaningful.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to

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*Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

interpreting educational significance (ES):

a difference of 1/5 = .20 = low ES

a difference of 1/2 = .50 = moderate ES

a difference of 4/5 = .80 = high ES

The attendance percentages of program students are presented by school in Table 18.

TABLE 10

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Reading Achievement of Spanish-Speaking Students on the Interamerican Series Test of Reading, by Grade and Test Level

| | | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Level | Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Effect Size |
| 1 | 2 | 102 | 26.5 | 9.4 | 60.8 | 16.1 | 34.3 | .85 | 36.56 | .001 | 1.36 |
| 2 | 2 | 7 | 31.3 | 7.1 | 75.9 | 10.8 | 44.6 | .29 | 10.63 | .001 | 1.37 |
| | 3 | 39 | 27.3 | 6.0 | 66.7 | 13.5 | 39.4 | .49 | 20.82 | .001 | 1.35 |
| 3 | 3 | 3 | 29.7 | 2.1 | 72.0 | 10.5 | 42.3 | .16 | 7.04 | .01 | 1.38 |
| | 4 | 24 | 29.3 | 7.1 | 55.2 | 12.1 | 25.9 | .77 | 15.74 | .001 | 1.35 |
| | 5 | 85 | 24.3 | 7.5 | 47.7 | 11.7 | 23.4 | .77 | 28.34 | .001 | 1.34 |
| | 6 | 39 | 21.2 | 8.0 | 46.3 | 17.7 | 25.1 | .87 | 13.75 | .001 | 1.29 |
| R2 | 3 | 23 | 43.5 | 16.7 | 61.7 | 16.2 | 18.2 | .74 | 7.35 | .001 | 1.19 |
| | 4 | 54 | 55.6 | 14.5 | 70.6 | 15.8 | 15.0 | .86 | 13.40 | .001 | 1.24 |

.Spanish-speaking students in each grade tested at all levels showed gains from the pre- to the post-test which were both statistically and educationally significant.

TABLE 11

English Reading Achievement

Significance of Mean Grade Equivalent Differences Between Initial and Final Test Scores in Reading Achievement of Haitian Students on the Metropolitan Achievement Test, by Grade and Test Level

| | | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Level | Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Effect Size |
| PP | K | 8 | .38 | .34 | 1.25 | .26 | .88 | .18 | 6.37 | .001 | 1.31 |
| PR | 1 | 79 | 1.35 | .34 | 2.32 | .74 | .98 | .46 | 13.12 | .001 | 1.19 |
| P2 | 2 | 36 | 2.38 | .58 | 3.55 | 1.10 | 1.18 | .68 | 8.60 | .001 | 1.17 |
| E2 | 4 | 20 | 3.20 | .77 | 3.40 | .97 | .20 | .53 | 1.01 | NS | .33 |

.Haitian students in each grade tested at all levels showed gains from the pre- to the post-test. Students in kindergarten, first, and second grades showed both statistically and educationally significant gains from the pre- to the post-test.

TABLE 12

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Reading Achievement of Italian Students on the Language Assessment Battery by Grade and Test Level

| | | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Level | Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Effect Size |
| 1 | 1 | 12 | 12.6 | 4.0 | 30.8 | 9.8 | 18.2 | .54 | 7.61 | .001 | 1.29 |

.First-grade Italian students showed both statistically and educationally significant gains from the pre- to the post-test.

TABLE 13

English Reading Achievement

Significance of the Mean Grade Equivalent Differences Between Initial and Final Test Scores in Reading Achievement of English-Speaking Haitian Students on the Metropolitan Achievement Test by Grade and Test Level

| | | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Test Level | Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Educational Significance |
| E3 | K | 3 | .46 | .25 | 1.23 | .25 | .77 | .50 | 5.28 | NS | 1.37 |
| PR | 1 | 17 | 1.62 | .39 | 2.63 | 1.18 | 1.07 | .63 | 4.25 | .001 | 1.09 |
| P2 | 2 | 11 | 2.61 | .41 | 4.15 | .87 | 1.55 | .71 | 7.86 | .001 | 1.32 |

.Haitian students in each grade tested at all levels increased their scores from the pre- to the post-test. Each grade experienced educationally significant gains and first- and second-grade students had statistically significant gains as well.

TABLE 14

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Scores in Reading Achievement of Spanish-Speaking Students on the Interamerican Series, La Prueba de Lectura, by Grade and Test Level

| | | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Level | Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Effect Size |
| 1 | 2 | 95 | 29.24 | 8.75 | 62.04 | 16.06 | 32.80 | .88 | 33.95 | .001 | 1.36 |
| 2 | 2 | 6 | 33.33 | 7.63 | 77.67 | 7.42 | 44.33 | .28 | 12.03 | .001 | 1.39 |
| | 3 | 39 | 30.00 | 6.08 | 67.14 | 16.98 | 37.64 | .61 | 16.63 | .001 | 1.33 |
| 3 | 2 | 4 | 21.25 | 3.77 | 41.25 | 8.01 | 20.00 | .49 | 5.73 | .01 | 1.35 |
| | 3 | 3 | 32.00 | 3.61 | 79.00 | 7.55 | 47.00 | .77 | 15.38 | .002 | 1.36 |
| | 4 | 22 | 27.59 | 7.20 | 48.86 | 11.64 | 21.27 | .74 | 12.58 | .001 | 1.33 |
| | 5 | 84 | 27.95 | 10.23 | 63.20 | 68.09 | 32.25 | .14 | 4.79 | .001 | .60 |
| | 6 | 39 | 32.84 | 13.86 | 69.28 | 24.51 | 36.44 | .92 | 17.41 | .001 | 1.33 |
| L 2 | 3 | 23 | 43.22 | 19.03 | 63.83 | 16.60 | 20.61 | .80 | 8.63 | .001 | 1.24 |
| | 4 | 54 | 60.37 | 15.12 | 76.31 | 17.15 | 15.94 | .84 | 12.40 | .001 | 1.22 |

.Spanish-speaking students in each grade tested at all levels experienced score increases from the pre- to post-test that were both educationally and statistically significant.

TABLE 15

Native Language Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in Native Language Achievement of Haitian Students by Grade and Test

| | | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Test | Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Effect Size |
| Teacher-Made Test | K | 32 | 49.8 | 7.10 | 75.66 | 20.26 | 25.82 | .59 | 8.57 | .001 | 1.19 |
| | 1 | 64 | 38.61 | 8.62 | 77.66 | 18.03 | 39.05 | .71 | 23.46 | .001 | 1.34 |
| | 2 | 14 | 63.86 | 17.71 | 78.64 | 15.36 | 14.79 | .19 | 2.62 | NS | .83 |
| Test de Lecture | 4 | 22 | 66.73 | 17.27 | 69.68 | 14.45 | 2.95 | .83 | 1.44 | NS | .42 |

.Haitian students in each grade tested with teacher-made tests showed increases in scores from the pre- to the post-test. Each grade experienced educationally significant gains from the pre- to the post-test and students in kindergarten and first grade had increases that were statistically significant as well.

.Fourth graders, tested with the Test de Lecture showed increases from the pre- to the post-test that were moderately educationally significant.

TABLE 16

Mathematics Achievement

Significance of the Mean Grade Equivalent Differences Between Initial and Final Test Scores in Mathematics Achievement of Haitian Students on the Metropolitan Achievement Test by Grade and Test Level

| | | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Test Level | Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Educational Significance |
| PP | K | 9 | .47 | .39 | 2.24 | 1.02 | 1.78 | .54 | 6.15 | .001 | 1.29 |
| PR | 1 | 71 | 1.01 | .57 | 2.94 | .97 | 1.93 | .14 | 15.43 | .001 | 1.25 |
| P2 | 2 | 36 | 2.22 | .86 | 4.06 | 1.03 | 1.84 | .46 | 11.22 | .001 | 1.25 |
| E3 | 4 | 20 | 3.75 | 1.46 | 5.38 | 1.40 | 1.64 | .48 | 5.02 | .001 | 1.07 |

.Haitian students in each grade tested at all levels showed increases from the pre- to post-test that were both educationally and statistically significant.

TABLE 17

Mathematics Achievement

Significance of the Mean Grade Equivalent Differences Between Initial and Final Test Scores in Mathematics Achievement of English-Speaking Haitian Students on the Metropolitan Achievement Test by Grade and Test Level

| | | | Pre-Test | | Post-Test | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Test Level | Grade | N | Mean | Standard Deviation | Mean | Standard Deviation | Mean Difference | Corr. Pre/post | T-test | Level of Significance | Educational Significance |
| PR | 1 | 17 | .98 | .62 | 2.74 | 1.14 | 1.76 | .56 | 7.67 | .001 | 1.25 |
| P2 | 2 | 10 | 2.41 | .52 | 4.27 | 1.05 | 1.86 | .67 | 7.32 | .001 | 1.31 |

.Haitian students in each grade tested at all levels experienced gains from the pre- to post-test that were both educationally and statistically significant.

TABLE 18

Attendance Percentages of Program Students

| School | Program Attendance | S.D. | N |
|---|---|---|---|
| P.S. 189M | 93.0 | 6.1 | 262 |
| P.S. 176K | 90.9 | 7.5 | 91 |
| P.S. 189K | 94.5 | 8.4 | 262 |
| P.S. 274K | 92.0 | 9.5 | 204 |

## VI. CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSIONS

The N.L.R.A.P. had severe difficulties in implementation, administration, and procedure during its first and second years of operation, but the final year (1981-1982) saw several advances. The main difficulties of the program were resolved. Individualized services were provided to the different sites, and an integrated, overall approach was developed.

Excellent rapport was achieved within the program itself and between the program staff and the sites' personnel. The resource specialists developed a body of expertise, including two manuals that may have city-wide application. Teachers at the sites developed an awareness of how to transfer reading skills and of the interrelationship between language development and reading. They also developed related teaching and management skills. The program researched and developed various techniques to train experienced and inexperienced faculty.

The personality and expertise of the program director and her staff created a reserve of professional respect and good will that allowed for the development, acceptance, and use of the program by the different sites. The school personnel, at every level interviewed, regretted that the services were being terminated.

RECOMMENDATIONS

The following suggestions are offered to the central New York City Board of Education, in the possibility that a similar training program may be proposed or funded again:

1. Because much research literature suggests that the acquisition of second language skills is based on the development of the students' first language, it is recommended that a program of this nature devote its first and second years to the development of native language skills in the students through the training of the faculty. The third year should be devoted to the development of skills for transferring native language reading techniques to the reading of English.

2. The N.L.R.A.P. experience suggests that the success of this type of program depends heavily on the training, expertise, and interpersonal skills of the program personnel. It is recommended that staff development be an important focus of any such future programs.

3. The teacher-training personnel, along with the principles, techniques, and materials developed by the program, should be disseminated city-wide or district-wide.

# VII. APPENDICES

APPENDIX A

Title VII Staff Characteristics: Professional and Paraprofessional Staffs

| Function(s) | Percent of Time Spent In Each Function | Date Appt'd To Each Function | Education (Degrees) | Certification | License(s) Held | Years of Experience (Monolingual) | Years of Experience (Bilingual) | Years of Experience (ESL) | Other Relevant Past Training |
|---|---|---|---|---|---|---|---|---|---|
| Project Director | 100 | 1/81 | B.A. Elementary<br>M.S. Early Childhood Education 30 credits-Ad. & Supervision | NYS<br>N-VI<br>Ad. & Sup. | Reg. Early Childhood<br>Bilingual Ancilliary (Spanish) | 10 | 3 | 1 | Mainstreaming Handicapped Students (In-Service Fed. Funded Project). Head teacher summer Pre-K program |
| Resource Specialist<br>Teacher Trainer | 40<br>60 | 10/81 | B.A. French Ed.<br>M.A. TESL<br>P.D. Ad. & Superv. | NYS<br>French<br>Common Branch | Bilingual C.B.<br>Spanish Ancillary | 0 | 7 | 4 | Worked on COC for 1 yr. |
| Resource Specialist<br>Teacher Trainer | 40<br>60 | 10/81 | B.A. Elem Ed.<br>Spanish H.S.<br>M.A. Spanish<br>15 Guidance and Counseling<br>30 Ad. & Superv. | NYS | Bilingual Teacher<br>School and Comm. Relations<br>Bilingual Common Branches (Spanish)<br>J.H.S. Spanish<br>H.S. in progress | 1 yr. H.S. Spanish | 3 | 10 | Additional 15 yrs teaching in P.R. |
| Resource Specialist<br>Teacher Trainer | 40<br>60 | 2/82 | B.A.<br>M.A. Italian Litera.<br>M.S. Bilingual Ed.<br>30 credits in Ad. & Superv. | NYS | Bilingual Common Branch<br>Italian | | 9 | 1 | 5 yrs. Teacher Italian Studies Comm. Program. 7 yrs. Director Comm.-based Italian and E.S.L. Program. Community related. |

APPENDIX A (Continued)

Title VII Staff Characteristics: Professional and Paraprofessional Staffs

| Function(s) | Percent of Time Spent In Each Function | Date Appt'd To Each Function | Education (Degrees) | Certification | License(s) Held | Years of Experience (Monolingual) | Years of Experience (Bilingual) | Years of Experience (E.S.L.) | Other Relevant Past Training |
|---|---|---|---|---|---|---|---|---|---|
| Resource Specialist | 40 | 6/81 | B.S. Education<br>M.S. Bilingual Ed<br>Doctoral Candidate | | Bilingual Comm.<br>Branch Greek | 22 | 4 | | |
| Ed. Associate | 100 | 4/80 | B.A. Education | | Per Diem License | | 10 | | Exp. Paraprofessional |
| Ed. Assistant | 100 | 4/81 | Teaching Degree from Italian University. | | | | 1-1/2 | | Teaching experience in Italy. |

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DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
NATIVE LANGUAGE READING PROGRAM
HILDA SORELL
PROJECT DIRECTOR



Monday - September 28, 1981

AGENDA

STAFF MEETING

1. Up-date on program components
   a. Spanish component -
   b. Greek component -
   c. French component -
   d. Italian component -

2. Calendar items
   a. Bureau of Reading Education - Leadership Training Program
   b. Bilingual Education Service Center & National Origin Desegregation Assistance Center Leadership - in - Management Institute

3. Record Keeping
   a. School Profile Forms -
   b. Testing
   c. Individual Logs

4. PM Work Session -
   a. Look over DLM materials
   b. Prepare a desk for Spanish Resource Person



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NATIVE LANGUAGE READING PROGRAM
HILDA SORELL
PROJECT DIRECTOR

September 10, 1981

AGENDA

STAFF MEETING

1. Up-date of summer activities

2. Calendar items
   a- training sessions
   b- staff meetings
   c- individual schedules

3. Pre-testing-

4. Record keeping
   a- school profile forms
   b- individual student data forms



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DIRECTOR

CENTER FOR STAFF DEVELOPMENT
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NATIVE LANGUAGE READING PROGRAM

HILDA SORELL
PROJECT DIRECTOR



# REFLEXION MUTUELLE
# ENTRE
# MAITRE ET CONSEILLER PEDAGOGIQUE
# SUR UNE LEÇON

Developed by:

Mr. Jean Previllon
Resource Specialist

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L'école _____ Cours _____ Date _____

Salle _____ Niveau _____ Groupe _____

Maître _____ Le nombre d'élèves _____

REFLEXION MUTUELLE ENTRE MAITRE ET CONSEILLER PEDAGOGIQUE SUR UNE LEÇON

A. OBJECTIF

1. Objectif précédent (litéral) _____

_____

2. Objectif présent (litéral) _____

_____

3. Objectif successif (litéral) _____

_____

_____

Cochez la colonne appropriée

| | OUI | DOUTE | NON |
|---|---|---|---|
| 4. Exprimé en une terminologie de comportements observables | | | |
| 5. Fait partie du curriculum | | | |
| 6. A rapport à l'expérience de l'élève | | | |
| 7. Fait suite à l'objectif précédent | | | |
| 8. (Voir l'évaluation) A peu près ___% des élèves ont atteint l'objectif | | | |
| 9. _____ | | | |
| B. MOTIVATION | | | |
| 1. Tirée de l'expérience des élèves | | | |
| 2. A maintenu l'attention des élèves | | | |
| 3. A stimulé la participation active des élèves | | | |
| 4. _____ | | | |
| C. DEVELOPPEMENT | | | |
| 1. A utilisé des matériels appropriés | | | |
| 2. A revisé brièvement la leçon précédente | | | |
| 3. A stimulé des activités à "stimulus/response" varié | | | |
| 4. A prévu des activités variées | | | |

| | OUI | DOUTE | NON |
|---|---|---|---|
| 5. A intégré d'autres matières dans la leçon | | | |
| 6. A stimulé des situations de socialisation | | | |
| 7. A prévu des activités individuelles pour les élèves manifestant des lacunes | | | |
| 8. A poursuivi les activités en série appropriée | | | |
| 9. A stimulé des réponses individuelles, en groupe, à l'unisson (selon le cas) | | | |
| 10. A stimule des réponses à plusieurs niveaux de compréhension | | | |
| D. SOMMAIRE | | | |
| 1. A prévu des sommaires partiels | | | |
| 2. A prévu un sommaire final | | | |
| 3. _____ | | | |
| E. EVALUATION | | | |
| 1. A utilisé un instrument approprié à la leçon | | | |
| 2. A utilisé des exercises à "stimulus/response" varié | | | |
| 3. A considéré les différents niveaux des élèves | | | |
| 4. _____ | | | |
| F. DEVOIR DE MAISON | | | |
| 1. A rapport à la leçon | | | |
| 2. Est au niveau des élèves | | | |
| 3. A prévu l'habileté des élèves manifestant des lacunes | | | |
| 4. Est clair et compris | | | |
| 5. _____ | | | |
| J. REFLEXION GENERALE: ELEVES | | | |
| 1. Semblaient être détendus et contents | | | |
| 2. Semblaient avoir intériorisé de bonnes habitudes académiques | | | |
| 3. Se sont comportés avec respect envers le/la maître/sse | | | |
| 4. Se sont comportés avec respect envers les uns les autres | | | |
| 5. _____ | | | |

| H. REFLEXION GENERALE: MAITRE | OUI | DOUTE | NON |
|---|---|---|---|
| 1. Parlait d'un ton agréable | | | |
| 2. A démontré de la patience | | | |
| 3. A démontré de la bonne humeur | | | |
| 4. A réprimandé positivement | | | |
| 5. A tenté de controler les distractions | | | |
| 6. Est informé(e) des droits de l'élève concernant la discipline | | | |
| 7. _____ | | | |
| **REFLEXION GENERALE: LA SALLE DE CLASSE** | | | |
| 1. Paraît propre | | | |
| 2. Paraît organisée | | | |
| 3. Les travaux des élèves y sont exposés | | | |
| 4. Contient des tableaux d'affiches qui enseignent | | | |
| 5. Contient des éléments de culture des élèves | | | |
| 6. Prévoit un dégagement rapide en cas d'urgence | | | |
| 7. _____ | | | |

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DIRECTOR

APPENDIX D

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES

**NATIVE LANGUAGE READING PROGRAM**

HILDA SORELL
PROJECT DIRECTOR

PROGRAM TITLE: Native Language Reading

Assistant's
Educational Associate's ✓ Program

Name: Mrs. Jean-Charles School PS189K Date Sept. 81

| PERIOD | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | |
|---|---|---|---|---|---|---|
| 1 | Kanon<br>103<br>Fr. Rdg. | Kanon<br>103<br>Fr. Rdg. | Kanon<br>103<br>Fr. Rdg. | Mathieu<br>102<br>Fr. Rdg. | Mathieu<br>102<br>Fr. Rdg. | TEACHER<br>ROOM<br>SUBJECT |
| 2 | Mathieu<br>102<br>Fr. Rdg. | Mathieu<br>102<br>Fr. Rdg. | Mathieu<br>102<br>Fr. Rdg. | Kanon<br>103<br>Fr. Rdg. | Kanon<br>103<br>Fr. Rdg. | |
| 3 | Guercy<br>213<br>Fr. Rdg. | Guercy<br>213<br>Fr. Rdg. | Guercy<br>213<br>Fr. Rdg. | Guercy<br>213<br>Fr. Rdg. | Guercy<br>213<br>Fr. Rdg. | |
| 4 | L | U | N | C | H | |
| 5 | Bernard<br>211<br>Fr. Rdg. | Bernard<br>211<br>Fr. Rdg. | Bernard<br>211<br>Fr. Rdg. | Bernard<br>211<br>Fr. Rdg. | Bernard<br>211<br>Fr. Rdg. | |
| 6 | Prophete<br>209<br>Fr. Rdg | Prophete<br>209<br>Fr. Rdg. | Prophete<br>209<br>Fr. Rdg. | Prophete<br>209<br>Fr. Rdg. | Prophete<br>209<br>Fr. Rdg. | |
| 7 | Duroseau<br>210<br>Fr. Rdg. | Duroseau<br>210<br>Fr. Rdg. | Duroseau<br>210<br>Fr. Rdg. | Duroseau<br>210<br>Fr. Rdg. | Duroseau<br>210<br>Fr. Rdg. | |
| 8 | Previllon / Kanon<br>452 / 103<br>Prep / Aural Dev. | Previllon / Kanon<br>452 / 103<br>Prep / Aural Dev. | Previllon / Kanon<br>452 / 103<br>Prep / Aural Dev. | Previllon / Kanon<br>452 / 103<br>Prep / Aural Dev. | Previllon / Kanon<br>452 / 103<br>Prep / Aural Dev. | |



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NATIVE LANGUAGE READING PROGRAM
HILDA SORELL
PROJECT DIRECTOR

APPENDIX E

Programma di Lettura
nella Lingua Nativa dell' Allievo

Elenco di Temi per i Genitori

È nostra intenzione offrire delle riunioni d' orientamento sui seguenti temi. Vogliano per cortesia segnare il tema su cui desiderano avere informazioni più dettagliate.

1. _____ Che cos' è l ' Educazione Bilingue?
2. _____ Il Decreto di Consenso ASPIRA
3. _____ I servizi bilingui disponibili nei programmi di educazione speciale.
4. _____ I programmi bilingui destinati ai bambini dotati d' intelligenza superiore.
5. _____ Come aiutare un bambino a leggere a casa.
6. _____ Arricchimento del Linguaggio.
7. _____ Alcune esperienze di pre-apprendimento della lettura a casa.
8. _____ Libri educativi da tenere in casa.
9. _____ L'uso dei racconti e delle leggende per lo sviluppo del linguaggio del bambino.
10. _____ Come utilizzare le risorse della biblioteca pubblica.
11. _____ Come aiutare il bambino a svolgere i compiti a casa.
12. _____ Uso della televisione a casa.
13. _____ La disciplina a casa e a scuola.
14. _____ Come stabilire relazioni tra casa e scuola.
15. _____ Come risolvere alcuni problemi che il bambino incontra a scuola.
16. _____ Come interpetrare la pagella del bambino.
17. _____ Come interpetrare i risultati degli esami.
18. _____ Come scegliere una scuola appropriata ai bisogni del bambino.



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19. _____ Come disciplinare i bambini

20. _____ Nutrimento

21. _____ Sviluppo fisico e psicologico dell' adolescente.

22. _____ Prevenzione dell' uso e abuso della droga.

23. _____ L' educazione sessuale.

24. _____ Come utilizzare le risorse della comunità.

Commenti, suggerimenti o domande:

_____

_____

_____

_____

Nome dell' allievo: _____

Classe: _____

Nome del genitore o del tutore: _____

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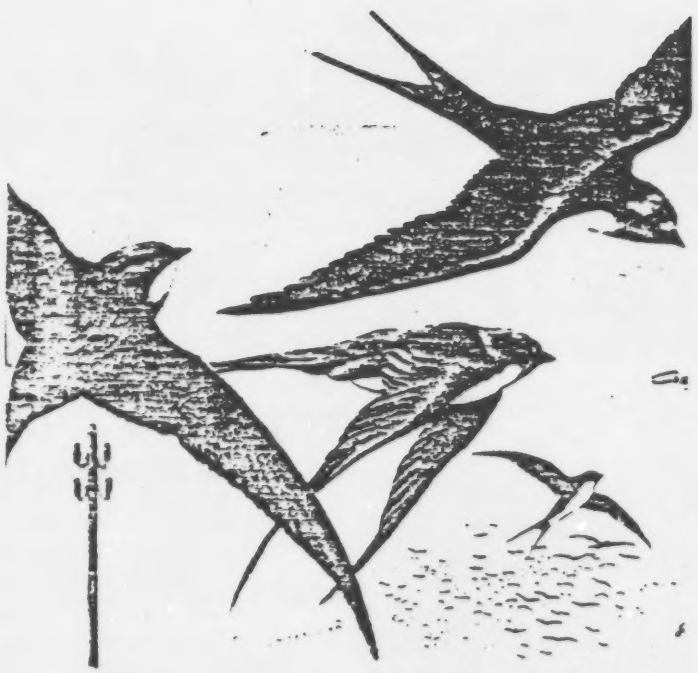
PROJECT DIRECTOR

# MAGGIO

***Attività mensili***



By
Ignazio Restivo

88



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## Viva Maggio!

Viva il maggio, mese d'oro
Canta il coro
degli uccelli
pazzerelli
sulle gronde
tra le fronde.
Viva maggio, mese d'oro!
Viva maggio, mese bello!
Canta il bimbo
ridarello
con le rose
più odorose
le ciliege
saporose.....
Viva maggio, mese bello!

M. Stagni

LA FAMIGLIA

La mia famiglia è composta di quattro persone: mio padre, mia madre, mia sorella ed io. Io mi chiamo Roberto e ho otto anni. Mia sorella Claudia ha dodici anni. Mio padre si chiama Giovanni ed ha trentasei anni. Mia madre si chiama Maria e ha trentadue anni.
Mio padre è ragioniere e lavora in una banca.
Mia madre è casalinga. Io frequento la terza elementare nella scuola vicino casa mia. Mia sorella invece prende l'autobus per recarsi a scuola. Lei frequenta la prima media.

Composta-made up
ragioniere-accountant
casalinga-housewife
frequentare-to attend

Attività:

SCRIVI I NOMI DEI MEMBRI DELLA TUA FAMIGLIA

_____

_____

_____

_____

_____

_____

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DIRECTOR

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**NATIVE LANGUAGE READING PROGRAM**
HILDA SORELL
PROJECT DIRECTOR



Aspectos a considerar en la observación de una clase

Fecha _____

Maestro _____ Grado _____

Escuela _____ Asignatura _____

Salón _____ Matrícula _____ Presentes _____

A - Objetivo de la lección

¿Estaba claro y bien definido? Sí _____ No _____

¿Estaba apropiado a la lección? Sí _____ No _____

¿Tenía significación para los niños? Sí _____ No _____

¿Logró su objetivo? Sí _____ No _____

B - Motivación de la clase

¿Tenía relación con la clase? Sí _____ No _____

¿Tenía relación con las experiencias de los niños? Sí _____ No _____

¿Despertó el interés de los estudiantes? Sí _____ No _____

¿Mantuvo el interés de los estudiantes? Sí _____ No _____

C - Desarrollo de la clase

¿Repasó brevemente la lección anterior? Sí _____ No _____

¿Presentó actividades variadas? Sí _____ No _____

¿Integró la lección con otras áreas? Sí _____ No _____

¿Brindó oportunidad para que los niños socializaran? Sí _____ No _____

¿Brindó actividades individualizadas? Sí _____ No _____

¿Usó material apropiado? Sí _____ No _____



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¿Usó alguna forma de evaluar los niños? Sí_____ No_____

¿Desarrolló las destrezas en secuencia? Sí_____ No_____

D - Preguntas

¿Estaban claras y bien redactadas? Sí_____ No_____

¿Se presentaron en secuencia? Sí_____ No_____

¿Hubo participación de todos los niños? Sí_____ No_____

¿Usó preguntas que requerían el pensar críticamente? Sí_____ No_____

¿Tomaban en consideración la habilidad de los estudiantes? Sí_____ No_____

E - Respuestas de los estudiantes

¿Contestaron en forma específica? Sí_____ No_____

¿Participaron los niños en la evaluación de sus respuestas? Sí_____ No_____

¿Aceptó la maestra las respuestas sólo cuando eran correctas? Sí_____ No_____

¿Aceptó la maestra las respuestas sólo cuando el niño usó el lenguaje correctamente? Sí_____ No_____

¿Resumió brevemente? Sí_____ No_____

F - Participación de los niños

¿Mostró respeto por la participación de los niños? Sí_____ No_____

¿Mostraron interés en la lección? Sí_____ No_____

¿Mostraron una conducta deseable? Sí_____ No_____

¿Mostraron buenos hábitos de trabajo? Sí_____ No_____

¿Mostraron haber aprendido la lección? Sí_____ No_____

¿Usaron los materiales en forma adecuada? Sí_____ No_____

¿Mostraron respeto y consideración hacia los compañeros y el maestro? Sí_____ No_____

G - Maestro

¿Viste adecuadamente? Sí_____ No_____

¿Tiene voz clara, modulada, agradable? Sí_____ No_____

¿ Tiene los materiales de trabajo organizados? Sí_____ No_____

¿ Tiene el salón organizado y limpio? Sí_____ No_____

¿ Demuestra dominio de la materia? Sí_____ No_____

¿ Conoce diferentes técnicas y métodos de enseñanza? Sí_____ No_____

¿ Da atención a las diferencias individuales? Sí_____ No_____

¿ Usa la psicología en forma positiva? Sí_____ No_____

¿ Demuestra ser paciente con los niños? Sí_____ No_____

¿ Demuestra tener sentido de humor? Sí_____ No_____

¿ Demuestra tener control de la clase? Sí_____ No_____

¿ Disfruta el estar con los niños? Sí_____ No_____

APPENDIX G

Staff Development: Central Activities

| ACTIVITY | TOPIC | PARTICIPANTS | FREQUENCY OF OCCURRENCE | OBJECTIVES | DESCRIPTION, COMMENTS |
|---|---|---|---|---|---|
| Orientation | Introduction to Program | Project Director New Staff Members | Sessions held as needed | Prepare new staff members for the field | Sessions varied depending on the amount of experience of new staff members |
| Workshops | Testing Promotional Policies LAB | Pedagogues | As needed | To familiarize staff with city-wide activities | Staff members in the field need to be informed of city-wide policies and activities so that they can be taken into consideration in planning and scheduling and can serve as a source of information. |
| Meetings | Staff meeting to plan, schedule and share information | Project Director All staff members | Once a weeks or as needed | To discuss all program activities and plan | |
| Other Activites | Individual Conferences with Resource Specialists | | Once or twice a week as needed | Supervisory | |

APPENDIX H

Staff Development On-Site Activities (In Schools)

| ACTIVITY | TOPIC | PARTICIPANTS | FREQUENCY OF OCCURRENCE | OBJECTIVE | DESCRIPTION, COMMENTS |
|---|---|---|---|---|---|
| Orientation | Introduction of the N.L.R.A.P. for the year | All Bilingual Teachers and Paraprofessionals | Once a year | Setting long- and short-term goals | Project director and resource specialist have two planning sessions with site administrators prior to this orientation and planning session with the teacher. |
| Workshops | 1) Improving Professional Native Language Skills<br>2) Classroom Management<br>3) Informal reading test and grouping | Teachers by grade level | Varied according to site, schedules and need.<br>SP-2 weekly<br>FR-1 monthly | To improve professional sional skills in native language arts and reading | Total number of targeted teachers was too small to warrant a workshop format. |
| Meetings | 1) Distribute materials<br>2) Plan and schedule training activities<br>3) Plan and schedule special activities | Teachers, paras, asst. principal | Varied according to site schedules and need.<br>SP-1 weekly<br>FR-1 monthly<br>IT-1 weekly<br>GR-1 weekly | To allow input into design of delivery of services | |
| Conferences | Resource specialists disseminated information about professional conferences and other community activities | | Throughout the year | To encourange teachers to participate | It is difficult to release teachers to participate in conferences during the school day; teachers are encouraged to attend weekend and evening conferences. |
| Other Activities | Intervisitations, observations, and demonstration lessons; test development | Teachers and Paras | As needed | To improve professional skills in the targeted areas by sharing experiences | |

APPENDIX I

Staff Development: University Courses Attended by Staff

| STAFF | INSTITUTION | GOAL | FREQUENCY | COURSES |
|---|---|---|---|---|
| PROFESSIONAL | Fordham University | Professional Diploma Administration and Supervision | Once a week | Bilingual Education Materials Workshop<br>Internship II Administration and Supervision |
| | Long Island University (Fellowship Student) | Professional Diploma Administration and Supervision | Once a month (seminars) | Internship II Administration and Supervision<br>Values in Bilingual Education<br>Curriculum Development |
| | Queens College | Complete EA License Requirement | Summer school daily | Special Education |
| | St. John's University (Fellowship Student) | Doctoral Degree Reading | Weekly | Diagnostic Reading Tests |
| PARAPROFESSIONAL | College of New Rochelle | B.A. | Once a week | Translating Experience into Essay - English |
| | Medgar Evers College | Complete requirements for teaching license | Twice a week | Two courses in methods EDUC 352, EDUC 500<br>One math course |

APPENDIX J

Staff Development Activities Outside Schools

| Strategy | Description or Title(s) | Sponsor/Location | Speaker or Presenter | No. and Titles of Staff Attending | Number or Frequency of Sessions |
|---|---|---|---|---|---|
| Workshops held outside school | Supervisory Training | O.B.E./Office of Appeals and Reviews | Mr. Ferrigno | Project Director<br>1 Resource Specialist | 2 Sessions |
| | Computer Literacy and Skills | O.B.E. | Computer Specialist | Project Director<br>1 Resource Specialist | 3 Days |
| Conferences and symposia | Leadership in Management Institute | Hunter-CW Post BESC and Teacher College NODAC | Varied | 2 Resource Specialists per session | 9 Sessions |
| | Second Language Learning a Necessity for Americans | C.S.D. 19 | Varied | Project Director<br>3 Resource Specialists | One Day |
| | Annual Hispanic Parents Conference on Education | Project Parents C.L. Ostrowski | Varied | Project Director<br>Resource Specialist<br>Teachers | One Day Conference |
| | Bilingual Enrichment for All | State Association for Bilingual Education | Varied | Project Director<br>Teachers | 3 Day Conference |
| | School and Job Opportunities and Ethnic Mobility Among Caribbearn Youth In the United States | Graduate School of Ed. Fordham University Lincoln Center and Aspira | Varied | 1 Resource Specialist | One Day Conference |
| | The Portrayal of Italian American Characters in Television Entertaiment | Italian Cultural Institute and Columbia University | Varied | 1 Resource Specialist | 1 Session |
| | City-Wide Haitian Parents Conference on Education | N.Y.S. Ed., O.B.E. HAPIT-City College B.E.S.C. | Varied | Project Director<br>Resource Specialist | One Day Conference |

Staff Development Activities (Outside Schools)

| Strategy | Description or Title(s) | Sponsor/Location | Speaker or Presenter | No. and Titles of Staff Attending | Number or Frequency of Sessions |
|---|---|---|---|---|---|
| Conferences and symposia | Bilingual Education Enrichment for All | C.S.D. 3 | Varied | Project Director<br>1 Resource Specialist<br>Teachers | 1 Day Conference |
| | Growth of Racial, Ethnic and Religious Bigotry in the State of New York | Office of the Governor NYS Advisory Commission to the US Commission on Civil Rights | Ruth Cubero, U.S. Comm. on Civil Rights | 1 Resource Specialist | 1 Day Conference |
| | Haitian Career and Role Model Conference Day | Project HAPTT, City College | Varied | 1 Resource Specialist<br>Teachers | 1 Day Conference |

LESNIVEAUX DE DIFFICULTE SUGGERES EN CATEGORIES MULTIPLES POUR LE LIVRES DE LA BIBLIOTHEQUF DE RESSOURCES DES PARENTS

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Jardin d'enfant
Première année
Deuxième année

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1. Ce que j'aime
2. Delphine à l'école
3. Delphine a un petit frère
4. Dinomir cherche un ami
5. Dinomir cherche une maison
6. Dinomir est à l'école
7. Dinomir et le parapluie magique
8. Dinomir nettoie sa maison
9. Dinomir rencontre une dame géante
10. Dinomir va à la ville
11. Dinomir va au zoo
12. Hervé et ses amis
13. La neige
14. La nuit
15. La pluie
16. Le chaton noir
17. Les couleurs
18. Le poussin jaune
19. Le soleil
20. Le vent
21. Qui habite ici
22. Trois petits lapins
23. Une araignée sans maison
24. Une souris verte

Première année
Deuxième année
Troisième année

---

1. De la soupe pour le dîner
2. Dina aide Dinomir
3. Dina dessine un plan
4. Dinomir achète des animaux
5. Dinomir achète des jouets
6. Dinomir cherche du travail
7. Dinomir cherche un ami
8. Dinomir devient peintre
9. Dinomir et le gâteau surprise
10. Dinomir va à la plage
11. Dinomir va à l'hopital
12. Dinomir va au cirque
13. Dinomir va au musée
14. Dinomir visite la ville
15. Je veux me battre
16. La chasse au serpent boa
17. La petite bouilloire
18. La petite locomotive rouge
19. Le héros
20. Le petit chaperon rouge
21. Le premier poisson de Jean
22. Le quatres jeunes cygnes
23. Le trésor
24. Le trois chèvres rusées
25. Le vent malin
26. L'histoire d'Agnès
27. L'histoire de Borriquito
28. Mariam et la papaye
29. Un ours dans les nuages

Deuxième année
Troisième année
Quatrième année

---

1. 45 Jeux pour jouer tout seul
2. Les farfeluches à la campagne
3. Les farfeluches au bord de mer
4. Les farfeluches au cirque
5. Les farfeluches au marche
6. Les farfeluches au zoo
7. Les farfeluches sur la route
8. Les farfeluches sur l'océan
9. Petit Tom et les secrets des bois
10. Tous les metiers
11. Une Journée de Petit Tom

LES NIVEAUX DE DIFFICULTE SUGGERES EN CATEGORIES MULTIPLES POUR LES LIVRES DE LA BIBLIOTHEQUE DE RESSOURCES DES PARENTS

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Troisième année
Quatrième année
Cinquième année

---

1. La chèvre de M.Seguin
2. Petit Tom découvre les couleurs
3. Petit Tom découvre les maisons
4. Petit Tom découvre les saisons
5. Petit Tom découvre les formes
6. Petit Tom est en bonne santé
7. Petit Tom et les animaux familiers
8. Petit Tom et les malices de la nature
9. Petit Tom et les produits de la nature
10. Petit Tom et son amie l'abeille
11. Petit Tom et son ami l'arbre
12. Petit Tom protège la nature
13. Petit Tom sait lire l'heure
14. Petit Tom veut tout mesurer

Quatrième année
Cinquième année
Sixième année

---

1. Joachim a des ennuis
2. L'homme
3. Le roman de Renard
4. Le plantes
5. Les récrés du petit Nicolas
6. Les vacances du petit Nicolas
7. Le train bleu s'arrête treize fois
8. Sports et loisirs

Cinquième année
Sixième année
Septième année

---

1. Drôles de petites bêtes
2. Fantine/Les misérables
3. Gavroche
4. La belle au bois dormant
5. La nouvelle voiture
6. Le petit Nicolas
7. Les trois mousquetaires au service du Roi
8. Les trois mousquetaires au service de la Reine
9. Le Tour du Monde en 80 jours
10. Aladin et la lampe merveilleuse
11. L'histoire de Julie
12. L'histoire de Paul
13. L'histoire de Robert
14. Une nouvelle maison pour Puce

-79-

LES NIVEAUX DE DIFFICULTE SUGGERES EN CATEGORIES MULTIPLES POUR LES LIVRES DE LA BIBLIOTHEQUE DE RESSOURCES DES PARENTS

Sixième année
Septième année
Huitième année

Septième année
Huitième année
Neuvième année

Parents

Ali Baba et les quarante voleurs/Le cheval enchanté

1. A lire et raconter
2. Candide
3. Chansons de l'âge d'or
4. Dictionnaire Hachette Juniors
5. Exploits sportifs
6. Fables
7. Gargantua
8. Joyce et les nouveaux mousquetaires
9. Invitation au théâtre
10. La Chartreuse de Parme
11. L'Avare
12. La tête d'un homme
13. Le Bourgeois gentilhomme
14. Mon livre de cuisine
15. Théâtre sans frontières

1. Justice des mineurs, justice mine
2. Le pschychiatre face à l'école
3. Les adolescents du béton
4. Les dessins de Patrick
5. Poésie vivante à l'école

NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
NATIVE LANGUAGE READING PROGRAM
HILDA SORELL
PROJECT DIRECTOR

October 19, 1981

Cher parent,

Nous voudrions vous annoncer avec plaisir que votre participation active dans le comité des parents des enfants de notre programme de lecture à l'école P.S. 189 de Brooklyn a porté fruit. Nous avons reçu la plupart des livres que vous nous avez suggérés pour l'établissement de notre petite bibliothèque.

Dans le but d'instituer des règlements pour la gérance de la circulation de ces livres, nous voudrions vous inviter à une réunion de comité qui aura lieu à la date, l'heure et l'endroit ci-dessous.

Date: Mercredi 21 octobre, 1981.
Heure: 2:45 P.M.
Lieu: P.S. 189 de Brooklyn, Salle 452

Espérant de vous compter parmi nous, nous vous prions de signer et de retourner le bas de cette lettre cochant l'un des deux tirets, nous indiquant votre choix.

Cordialement,

Jean Previllon

Jean Previllon, Resource Specialist
French and Haitian Creole

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Cher M. Previllon,

Concernant la réunion du 21 octobre à 2:45 P.M.

____ D'accord, j'y viens.

____ Navre (e), je ne pourrai pas venir.

105 _____
Signature

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OFFICE OF BILINGUAL EDUCATION
AWILDA ORTA
DIRECTOR

CENTER FOR STAFF DEVELOPMENT
SUPPORTIVE AND INSTRUCTIONAL SERVICES
NATIVE LANGUAGE READING PROGRAM
HILDA SOBELL
PROJECT DIRECTOR

APPENDIX L

October 19, 1981

Dear Parents:

We are pleased to inform you that your active participation in the Native Language Reading Approach Program Parent Committee at P.S. 189 has come to fruition. We have received most of the books which you selected for our Parental Resource Library.

In order to set policy concerning the circulation of those books, we invite you to the following committee meeting:

Date: Wednesday, October 21, 1981
Time: 2:45 P.M.
Place: P.S. 189K, Room 452

Please sign and return the bottom of this letter checking one of the two choices below.

We hope to see you there.

Sincerely,

Jean Previllon

Jean Previllon, Resource Specialist
French and Haitian Creole

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Dear Mr. Previllon,

Re: Meeting October 21, 1981 at 2:45 P.M.

_____ I will attend _____ Sorry, I will not be able to attend.

_____
Signature



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